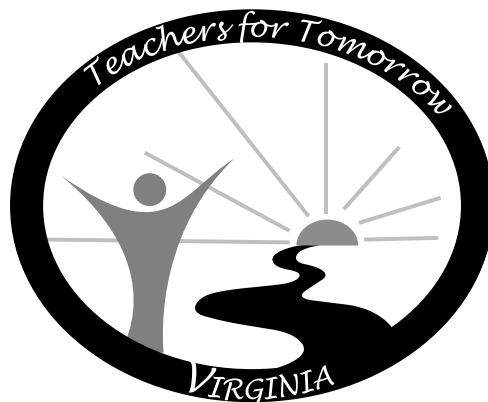


## Theme III: Experiencing the Classroom/Unit 3: Analysis and Reflection

### Unit Contents:

SAY, MAY, AND FLAY Lessons and Curricula .....	1
Portfolio and End-of-Course Activities.....	4
<b>Observing Virginia Teaching Standards .....</b>	<b>4a</b>

*Bold titles indicate Virginia Supplement. Non-bold titles indicate contents of CERRA S.C. Teacher Cadet Curriculum.*





### Theme III: Experiencing the Classroom/Unit 3: Analysis and Reflection

#### Preface

The SAY, MAY, and FLAY Lesson from the S.C. Teacher Cadet curriculum may be taught in its original form, except that Virginia Teachers for Tomorrow instructors should replace the SAY, MAY, and FLAY materials with Virginia Standards of Learning sample lessons. One good source for SOL lessons is located at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>. Look under [Elementary School Resources](#) or [Middle School Resources](#) and then click on [Instructional Resources](#). The Teacher Cadet Lesson Plan Format on p. III-3-5 to 6 should be replaced with the SOL lesson plan format from the Virginia Supplement.

The supplement also includes an end-of-course activity to add to those included in the S.C. Teacher Cadet curriculum. About halfway through their fieldwork and again towards the end, ask students to complete the **Effective Practices Self-Assessment** sheet on p. III-3-8 and add it to their portfolio. This activity complements learning from Theme III/Unit 1 **Qualities of a Highly Effective Teacher**.

The lesson **Observing Virginia Teaching Standards** may be introduced early in the course as an ongoing activity to be revisited throughout the year during observations and field experience.

#### Directions for Placement in Teacher Cadet Binder:

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Observing Virginia Teaching Standards	Insert after p. 4
Virginia SOL Lesson Plan Format	Replace pp. 5-6
Effective Practices Self-Assessment	Insert after p. 7
Virginia Standards of Learning Sample Lesson Plans	Replace SAY, MAY, and FLAY materials



## Theme III: Experiencing the Classroom/Unit 3: Analysis and Reflection

### Observing Virginia Teaching Standards

**Objectives:** Given specific teaching standards, the student will be able to cite and give examples of standards demonstrated by a teacher during the student's field observations.

**Essential Question:** How do teachers translate teaching standards into practice?

**Assessment:** Students will complete observation forms detailing a teaching standard and the teaching behaviors that are exemplars of that standard.

#### Activities:

1. Review what was learned in prior classes about the qualities of a highly effective teacher and the draft Virginia Teaching Standards
2. Before sending the students out to observe, the teacher will lead a class discussion about examples of teacher behavior they may observe that reflect the Virginia Teaching Standards.
3. Students will observe in an elementary and/or middle school classroom (the teacher may assign students to a specific age group to observe).
4. During the observation, the student will script the lesson for at least 20 continuous minutes. Scripting is the process of writing down as much as possible of what the teacher says and does and what the students say and do in response. Use abbreviations such as "T" for teacher and "S" for student. Following the lesson, the student will review the script and write notes in the margin to explain further what occurred in the classroom.
5. Using the script, the student will complete the observation form with examples of observed behaviors that illustrate at least one teaching standard.

#### Assessment:

Students will complete an observation form detailing the standard observed and the behaviors that supported the standard.

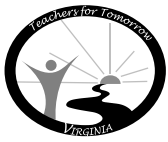
#### Materials:

- Handout: Draft Virginia Teaching Standards
- Student Worksheet: Teaching Standards Observation Form

**Time:** 1 hour, 30 minutes

#### Standards:

- III.1.3: Students will describe characteristics of an outstanding teacher.  
III.1.5: Students will recognize effective teaching strategies.



## Teaching Standards Observation Form

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As you observe in your assigned classroom, use a notebook to script the classroom dialogue for at least 20 minutes. Leave sufficient room in the right margin for notes. Afterwards, analyze your script and identify teacher behaviors that support at least one of the Virginia Teaching Standards. Write the standard in the appropriate box below and provide examples from your script that support this standard.

**School Level:** ☐ Elementary  
☐ Middle

**Virginia Standard Observed:**

**Teacher behaviors that supported this standard:**



## DRAFT VIRGINIA TEACHING STANDARDS

<p><b>Standard One: Knowledge of Students</b> The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.</p>
<p><b>Standard Two: Knowledge of Content</b> The teacher understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.</p>
<p><b>Standard Three: Planning, Delivery, and Assessment of Instruction</b> The teacher plans, delivers, and assesses instruction effectively.</p>
3.1 The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
3.2 The teacher plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.
3.3 The teacher differentiates instruction to accommodate the learning needs of all students.
3.4 The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.
3.5 The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.
3.6 The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.
3.7 The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.
<p><b>Standard Four: Safe, Effective Learning Environment</b> The teacher establishes and maintains a safe and disciplined environment conducive to learning</p>
4.1 The teacher creates a safe and positive environment for students.
4.2 The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.
4.3 The teacher develops and maintains rapport with students.
4.4 The teacher creates a supportive learning environment for all students that encourage social interaction, active engagement in learning, and self-motivation.
<p><b>Standard Five: Communication and Collaboration</b> The teacher establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.</p>
5.1 The teacher works in partnership with families to promote student learning at home and in the school.
5.2 The teacher collaborates with administrators, colleagues, families, and community members to promote and support student success.
<p><b>Standard Six: Professionalism</b> The teacher models professionalism.</p>
6.1 The teacher models professional and ethical standards as well as personal integrity in all interactions.
6.2 The teacher continually reflects on, evaluates, and seeks to improve the practice of teaching.
6.3 The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.





Name \_\_\_\_\_ Date \_\_\_\_\_

**Standards of Learning Lesson Plan Format**

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Standard(s) of Learning	
Objective	
Key Vocabulary/ Concepts	
Materials	
Introduction	
Instructional Activities	
Accommodations, if necessary	
Closure Activity	
Assessment	
Follow-Up	
Resources	







Name \_\_\_\_\_ Date \_\_\_\_\_

**Effective Practices Self-Assessment**

In column 1, list four draft Virginia Teaching Standards (p. III-3-4 c) of your choice, including two you feel you have best mastery of and two you have not yet begun to master. For each standard, fill in the remaining columns with specific evidence based on your learning in this class and your fieldwork experiences.

Virginia Teaching Standard	Evidence I Have Begun To Master This Standard	Difficulties I Have Encountered with This Standard	What I Need to Do To Attain the Standard
1.			
2.			
3.			
4.			